DOCUMENT RESUME

ED 030 115 AL 001 976

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Teaching English to Speakers of Other Languages, United States Activities:1968.

Center for Applied Linguistics, Washington, D.C. English for Speakers of Other Languages Program.

Pub Date Apr 69

Note-19p.; Report prepared for the Tenth International Conference on Second Language Problems (ICSLP), held in Dakar, Senegal, April 16-19, 1969.

EDRS Price MF-$0.25 HC-$1.05

Descriptors-*Conference Reports, *English (Second Language), Language Instruction, Language Programs, *Material Development, National Surveys, *Teacher Education, *Testing

Identifiers-ICSLP, *International Conference Second Language Problems

This report, prepared by the English for Speakers of Other Languages Program of the Center for Applied Linguistics for the Tenth Annual International Conference on Second Language Problems, summarizes a number of United States activities in/or related to the teaching of English to speakers of other languages. The report covers roughly the year 1968; all of the programs reported are new or show significant developments during this period. While the report is not exhaustive, it provides information on the broad range of current involvements in the field. Contents are listed under (A) General Activities; (B) English Language Teaching and Teacher Training Overseas; (C) English Language Teaching and Teacher Training in the United States; and (D) Materials Development and Testing. Information was gathered from a variety of sources: reports from federal, state and city government agencies, universities, foundations, and other private organizations; articles and notices in newsletters and professional journals; brochures; and personal contact. The source of additional information on a project appears after each entry, and organization addresses are listed on the last page of the report. See reports for 1966 (ED 012 465) and 1967 (ED 018 788). (AMM)

ED030115

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

United States Activities: 1968

Prepared by the English for Speakers of Other Languages Program
Center for Applied Linguistics, for the
Tenth International Conference on Second Language Problems
Dakar, Senegal, April 16-19, 1969

AL 001 976

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TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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A. GENERAL ACTIVITIES

1. Center for Applied Linguistics Tenth Anniversary. The Center for Applied Linguistics, having begun its activities on February 17, 1959, this year celebrates its Tenth Anniversary. Several kinds of activities are planned to present the Center's overall involvements to the general and scholarly public. They will consist of review and exploration of areas closely connected with the early growth and development of the Center, including the teaching of English to speakers of other languages; activities originating somewhat later in the Center's history; and new activities. The Center plans to carry out these activities by organizing national and international conferences, and by setting up special projects within its established programs. (Center for Applied Linguistics)

2. Meeting on the Teaching of English as a World-Wide Problem. On the occasion of the Tenth Anniversary of the Center for Applied Linguistics, and in conjunction with the twelfth meeting of the National Advisory Council on the Teaching of English as a Foreign Language, a meeting on the teaching of English as a world-wide problem was held at Harpers Ferry, West Virginia, February 27 to March 1, 1969. In addition

to British and American scholars, participants included representatives of United States Government agencies and departments, The British Council, The Ford Foundation, professional organizations and other institutions with interests or involvements in the teaching of English as a second or foreign language. The first day of the meeting was devoted to topics of current interest on which papers were presented by scholars. The second day was devoted to reports of the activities and plans of the institutions represented at the conference, and the third day to recommendations which will be submitted to appropriate institutions by the Center, which acts as Secretariat to the Advisory Council. (English for Speakers of Other Languages Program, Center for Applied Linguistics)

3. Conference on Short-Term Teacher Training. A conference on short-term training for teachers of English and French who are not native speakers of these languages and who teach them in their own countries was held at the University of Essex in October 1968. The discussions were limited to courses of one to four weeks' duration. The conference, which was organized by the English-Teaching Information Centre of The British Council, was sponsored by the Center for Applied Linguistics, the English-Teaching Information Centre (ETIC), and the Bureau pour l'Enseignement de la Langue et de la Civilisation Françaises à l'Etranger. A report is in preparation by ETIC. (ETIC, CAL)

4. Bilingual Education Act. The Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA) of 1965, as amended, was signed in January 1968 and authorized for funding in that year, but did not actually receive funds until the fall of 1968, the next fiscal year. The $7,500,000 appropriated fell far short of the amount authorized. Some 310 agencies submitted preliminary proposals, from which 77 agencies in 27 states were invited to present formal proposals for grants, the grant awards to be announced in June and the projects to operate during the 1969-70 school year. Languages involved in the proposals include Spanish, French, Portuguese, Chinese, Japanese and Cherokee. The Act authorizes use of Federal funds for the development and demonstration of educational practices which meet the special educational needs of children 3 to 18 years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English. It provides for the establishment of school programs to teach subject matter through the child's first (non-English) language as well as instruction in English as a second language. To be eligible, a school must have a high concentration of these children who are from low-income families. (U.S. Office of Education)

5. Georgetown University Annual Round Table Meetings. The 1968 and 1969 meetings of the Georgetown University Annual Round Table Meetings on Linguistics and Language Studies had as their themes subjects of relevance to the teaching of English to speakers of other languages. The 1968 meeting was devoted to contrastive linguistics and its pedagogical implications. The 1969 meeting, the twentieth annual occurrence of the event, dealt with the application of linguistics to the teaching of English to speakers of other languages or dialects. Reports of the two conferences will be available. (School of Languages and Linguistics, Georgetown University)

B. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING OVERSEAS

1. Regional English Language Centre in Singapore. A project of the South East Asian Ministers of Education Council and the United States Agency for International Development, the Centre began its activities with a research program in mid-1968. In September the first training course opened, with the first classes consisting of senior professional officers connected with English teaching in the seven participating nations. A permanent site is expected to be ready for use in 1970. The Centre will provide training courses in the English language and in language research, methodology and related fields, as well as undertake research projects in the field, some dealing even with areas outside the seven-nation region. (SEAMEC Regional English Language Centre)

2. Center for Applied Linguistics Contrastive Studies Project. The Center for Applied Linguistics has undertaken to administer a three-year project, jointly supported by The Ford Foundation, the Department of State, and the Government of Yugoslavia, to produce contrastive studies of Serbo-Croatian and English. The main body of the research will be carried out in Yugoslavia, with the work divided into several sub-projects. Each study will consist of three sections: a short summary report, actual analysis of the topic in question, and a section on pedagogical implications. Several American specialists will act as general advisors to the Project. The first organizational stages have been completed for a similar project involving teacher training and materials development, as well as contrastive studies, in Rumania. (Foreign Languages Program, Center for Applied Linguistics)

3. Support for English Language Training in Thailand. English language instruction in Thailand is compulsory after the fifth grade. With the aim of assisting Thailand to make a basic improvement in methods of English language instruction, materials, and teacher training, The Ford Foundation has provided a grant toward the development of a national English-language training center and specialists to help in establishing the center.

A further grant through the Thai Ministry of Education went to assist in the establishment of the Secretariat of the Southeast Asian Ministers of Education Organization (SEAMEO). SEAMEO is responsible for creating institutions for regional research and training in several areas, one of them English language teaching (see the SEAMEC Regional English Language Centre in Singapore). (The Ford Foundation)

4. Domestic Indonesian Fellowship Program. Funds were made available to the Department of Education and Culture,.Govern-- ment of the Republic of Indonesia, to provide fellowships at the Malang English Language Graduate School, principal source of university-level English teachers who in turn teach secondary level teachers. Other grants were made to the State University of New York to continue its collaboration with Indonesian educators in the preparation of lessons, books and other modern teaching materials and the upgrading of in-service teachers in the secondary schools. (The Ford Foundation)

5. University of Iowa Japanese Exchange Program. In 1968, the University of Iowa at Iowa City received a three-year extension grant from the Louis W. and Maud Hill Family Foundation for its Japanese Exchange Program. The program includes support of language laboratory facilities in twelve Japanese universities (six each year); training and English language facility improvement for a Japanese teacher of English at the University of Iowa; and several months of study and research as well as review of work at the twelve language laboratories for a University of Iowa faculty member. The program began in 1965. (Louis W. and Maud Hill Family Foundation)

6. Programs of the Defense Language Institute (DLI). During 1968, the Defense Language Institute in San Antonio, Texas provided additional English language training to more than 2,500 foreign military personnel from some 40 countries. Approximately 135 persons were given training as teachers of English. Overseas, 56 DLI employees served as English language advisors/instructors in 18 different countries. DLI-prepared textbooks and tape recordings, some 843 student language laboratory positions and 38 laboratory consoles were shipped overseas in support of the English Language Training Programs under the technical control of the DLI, in more than 40 countries. (Defense Language Institute)

7. Peace Corps Programs. As of September 30, 1968, approximately 1,933 Peace Corps Volunteers (PCVs), about 19.7% of the total PCVs assigned overseas, were teaching English as their major assignment (a decrease of over 1,000 from last year's total, and a lower percentage of the total volunteers than last year's 28%). The global distribution

includes 885 PCVs in East Asia and the Pacific; 523 in Africa; 482 in North Africa, the Near East and South Asia; and 43 in Latin America. Major emphasis in worldwide programs is currently on teacher-training and co-teaching with host country nationals. PCVs also assist in workshops, seminars and materials preparation. (The Peace Corps)

8. Programs of the Department of State, Bureau of Educational and Cultural Affairs. During fiscal year 1968 the Department of State under its International Educational Exchange Program awarded 420 grants in the field of teaching English as a foreign language. These grants provided opportunities for foreign teachers, students and research scholars to study in American universities and for Americans to teach English and linguistics in schools and universities throughout the world. (Bureau of Educational and Cultural Affairs, Department of State)

9. Senior Fulbright-Hays Exchange Program. Awards for lecturing in linguistics and TESOL continued to be a prominent feature of the Fulbright-Hays Exchange Program. In the fiscal year 1968, thirty-two awards were made to American scholars for teaching in various aspects of English, linguistics and TESOL in Burundi, Chile, The Republic of China, Colombia, Costa Rica, Ecuador, Greece, Hong Kong, Israel, Japan, Jordan, Korea, Lebanon, Mexico, Panama, the Philippines, Rwanda, Somali, Spain, Thailand, the United Kingdom and Yugoslavia. A major program was continued at eight universities in Spain (see next item). The reverse flow of foreign scholars receiving Fulbright-Hays awards for lecturing or research in linguistics or TESOL in the United States included only two scholars from Mexico and one each from Japan and Yugoslavia. (Committee on International Exchange of Persons)

10. Programs for the Training of Teachers of English in Spain. A special program was initiated in Spain in 1963 through the cooperation of the Fulbright Commission, The Ford Foundation, Georgetown University, and the Spanish Ministry of Education, to increase the quantity and quality of English teachers in Spain, develop centers for English language studies, with language laboratories, in several Spanish universities, and produce up-to-date textbooks and other teaching materials. The program included establishment of an international advisory committee, scholarships in United States universities for Spanish teachers of English, and exchange lecturers from the United States. Among the results of the program were more numerous positions for English teachers; departments in ten universities with majors in English, a two-year program in another and a chair of English studies in a twelfth; five new language laboratories; large

increases in the total enrollment of students majoring in English; introduction of an oral approach; seminars and workshops for teachers; and new interest in modern methods of teaching English. (School of Languages and Linguistics, Georgetown University)

C. ENGLISH LANGUAGE TEACHING AND TEACHER TRAINING IN THE UNITED STATES

1. CAL Project on Education for American Indians. In May 1968, the Bureau of Indian Affairs (BIA) contracted with the English for Speakers of Other Languages Program of the Center for Applied Linguistics to carry out four interrelated projects designed to improve American Indian education through giving special attention to the language component of the curriculum, in particular the teaching of English to American Indians. The projects are:
   1. The preparation of a newsletter containing information on materials and on projects and activities in ESL in BIA schools and in the field at large. Each issue also contains an article of professional substance on some aspect of ELT. The first issue appeared in Fall 1968.
   2. The organization of a conference of specialists in psycholinguistics, Indian language and culture, educational psychology, and related fields to outline a research project to study the styles of learning indigenously employed by Amerindian groups; to investigate the ways in which such styles affect the school achievement of Indian children; and to explore how education can be designed to take advantage of these styles. The conference took place at Stanford University on August 8-10, 1968. A report has been prepared.
   3. The preparation of three articles based on existing analyses of three American Indian languages and English. The articles are intended to identify for teachers of English in non-technical language some of the interference problems that speakers of these Indian languages may have in learning English; and to make practical suggestions for teaching.
   4. The organization of two meetings of specialists in linguistics, early childhood education and related fields to consider the adaptation of kindergarten curriculum content to a Navajo setting, with Navajo as the language of class activity and oral English taught as a component. The first meeting was October 11-12, in Washington, D.C. A report to the BIA has been prepared. (English for Speakers of Other Languages Program, Center for Applied Linguistics)

2. Further Activities Involving American Indians. National Study of American Indian Education. Under a grant from the U.S. Office of Education, a national study of American Indian education has been initiated under the direction of Dr. Robert Havighurst of the University of Chicago. Three parts of the study are now in progress: an extensive study summarizing existing knowledge concerning Indian education; a field study of selected schools focusing on about twenty-five schools or school systems with substantial numbers of Indian children; and community self-studies, to be done by the Indians on their own initiative. (Robert J. Havighurst)

   Choctaw Teacher Internship Program. A Teacher Internship Program was developed in 1968 at the University of Southern Mississippi whereby several students, most of whom are Choctaw themselves, and who have completed two or more years of college, will be financed for the rest of their studies, taking courses during the summer and doing practice teaching with Choctaw children during the academic year. As part of the summer program, the students participated in an ESL workshop. (Bureau of Indian Affairs)

   ESL Teacher Training in Schools for Indians. Several programs of teacher training for ESL were implemented in Bureau of Indian Affairs schools and in other schools, public and parochial, where there are numbers of Indian students. All Navajo area schools have training programs. The programs ranged from one-week intensive workshops to semester-long, less intensive programs. (Navajo Area Office)

3. National Defense Education Act (NDEA) Institutes. Sixteen summer institutes for elementary and secondary school teachers and supervisors of English to speakers of other languages or non-standard dialects were conducted in seven states, Puerto Rico, Guam and the Philippines, serving about 670 teachers. One of these programs continued on a part-time basis throughout the 1968-69 school year, and a seventeenth program operated on the part-time academic year basis alone. 1969-70 plans include ten summer institutes, seven part-time academic year programs or combined summer-academic year programs, three year-long experienced teacher fellowship programs, and one pre-service fellowship program in English for speakers of other languages, or standard English as a second dialect, four summer institutes and one experienced teacher fellowship program in bilingual education. The programs will serve about 650 educational personnel in ESOL and 150 in bilingual education. This year (1969) the programs come under the new Education Professions Development Act. (U.S. Office of Education)

4. New York City Consortium. Four of the 1968 NDEA summer institute programs for advanced study in TESOL were held in New York City. To make the best use of this situation, the four colleges and universities cooperated with the Board of Education and the Research Foundation of the City University of New York, under a coordinating director, to form a consortium that it was felt could reach more teachers with a better program. Brooklyn College offered an institute for teachers of kindergarten through grade 4; Yeshiva University, for teachers of grades 5 through 8; Hunter College, for teachers of grades 9 through 12; and Columbia University's Teachers College for special teachers and coordinators. 157 teachers were served, of whom 137 were of the New York City public schools. Follow-up programs are planned for the academic year. (Board of Education of the City of New York)

5. Programs of the Regional Laboratories. The Southwestern Cooperative Educational Laboratory (SWCEL), Albuquerque, New Mexico, is currently field testing its 147-lesson Oral Language Program in 100 pre-school and first grade classrooms in a four-state area, with about 2500 Mexican-American, Navajo and Pueblo children. Associated filmed lessons involving puppet theater techniques and multi-lesson units based on ethnically appropriate themes, are being pilot tested. SWCEL is also investigating an approach to teacher training whereby master teachers trained at the Laboratory serve as the staff for five Demonstration Centers in widely separated school districts. (SWCEL)

The Southwest Educational Development Laboratory (SEDL), Austin, Texas, has undertaken a special project for the Office of Education, consisting of the description of ongoing bilingual education programs and the development of alternative conceptual designs for bilingual education. The work will include the production of a Monograph on Bilingual Schooling in the United States. (SEDL)

In March 1968, the South Central Region Educational Laboratory (SCREL), Little Rock, Arkansas, initiated the Bilingual Family School for work among the Cherokee in Adair County, Oklahoma. The school provides bilingual preschool activities for 3- to 5-year-old children, with a portion of the day devoted to learning English. The Cherokee mothers participate in the 3-day-a-week school activities, to make use of indigenous styles of teaching and learning as far as possible. Educationally stimulating materials were prepared for the parents' use with the children at home, with a Home School Coordinator frequently visiting to encourage their use and provide evaluative feedback to the staff. (SCREL)

6. Early Childhood Bilingual Education Project. The Ferkauf Graduate School of Humanities and Social Sciences of Yeshiva University has established a Project to gather information on bilingual education programs for young children throughout the United States, and to make this information available to interested persons. The staff collects descriptions of projects and visits schools, and is presently preparing a broad survey report. The project is supported by a Ford Foundation grant. (Early Childhood Bilingual Education Project Office)

7. Trust Territory TESL Curriculum Research Project, University of Hawaii. Following field tests in a sampling of elementary schools in Ponape District, Trust Territory of the Pacific Islands, a final report of the three-year project will be completed by June, 1969. The report, Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands, includes a description of the purpose, method, results, recommendations, and the sequential audio-lingual instructional materials. The project was funded by a grant to the University of Hawaii from the U.S. Office of Education, Bureau of Research, and was jointly sponsored by the University of Hawaii and the Trust Territory Department of Education. (Curriculum Research Contract, University of Hawaii)

8. Program in American Samoa. Progress continues in materials development and evaluation for the teaching of English as a Foreign Language. A structural progression is followed to provide a tool for precise communication and an academic medium of instruction. Controlled materials and behavioral objectives have been prepared for language arts, mathematics, science and social studies. Transitional materials and an extension of the Tate Oral English Syllabus used in the elementary schools is now being written for use at the secondary level. Under an ESEA Title III grant, a Research and Measurement Project is preparing a long-range testing program. The educational system of American Samoa makes maximum use of television in a twelve-year sequence. (Department of Education, Government of American Samoa)

9. Bilingual Education Experiment in New Mexico. Under an ESEA Title III grant, several Las Cruces, New Mexico, schools undertook a controlled three-year experiment comparing effectiveness of dual language instruction in English and Spanish; instruction in English only, using linguistic patterning techniques to teach English as a second language; and traditional instructional models. Innovative components of experimental groups include a four-year non-graded curriculum, a 200-day school calendar spread evenly over twelve months, parent involvement, teachers' aides, and intensive staff study

programs. The majority of students in all groups are from economically deprived Spanish-speaking families. (Las Cruces School District No. 2)

10. New University Programs for Training Teachers of English as a Second Language (ESL). The Department of English at the University of Arizona (Tucson) is now offering a two-semester program leading to the Master of Arts degree with a major in ESL. The University of Minnesota has initiated an interdisciplinary program in ESL, one phase of which is the offering of Master's Degree and certificate programs in ESL. The Department of English and Linguistics of the Inter-American University of Puerto Rico (Hato Rey) has announced the establishment of a Master of Arts program in the Teaching of English to Native Speakers of Spanish. San Diego State College has instituted courses in ESL methodology and is now making plans for developing a Master of Arts program with a major in ESL. The University of Utah now offers a Master of Education degree with a specialty in ESL. During the 1967-68 school year the University of California at Los Angeles initiated a Master of Arts degree in Teaching English as a Second Language. (University of Arizona) (University of Minnesota) (Inter-American University of Puerto Rico) (San Diego State College) (University of Utah) (University of California at Los Angeles)

11. Western States Small Schools Project. An instrument for rural school reform since 1962, the Western States Small School Project received a Ford Foundation grant for administrative support to complement Federal and State assistance. The project has introduced teaching by film, teaching English as a second language to Indians and Mexican-Americans, and programs to enable students through school and community to gain employment experience. (The Ford Foundation)

12. Los Angeles City Secondary School Districts Summer Experimental Project. Under Title I of the Elementary and Secondary Education Act, the Los Angeles City Secondary School Districts organized an English as a Second Language project experimenting with different age groups and grade levels in homogeneous and heterogeneous groupings. Several instructional approaches were tested for greatest success in the shortest time. Special consideration was given to development of reading and composition skills. Audio-visual instructional material and equipment were also investigated, and special visual aids developed to meet the needs of the students and the particular teaching situations. This project was one phase of a total regular school year program which involves 51 secondary schools and 5,000 students. (Los Angeles City Secondary School Districts)

13. Combined Academic Orientation and English Language Program for Latin American Engineers and Scientists, Stanford University. Following the success of the 1967 experimental summer program for engineers, the program has been expanded to include scientists and lengthened to ten weeks, and will be offered each summer. Classes in academic writing and work with graduate teaching associates in the academic majors are featured in the program. A program similar in design but of only five weeks' duration is offered in the spring for a small group of Chilean law professors. Following a summer Law Seminar at Stanford, the professors then pursue individual research and study programs at other U.S. institutions during the remainder of the year. (English for Foreign Students, Stanford University)

14. Curriculum Development Project, Ann Arbor, Michigan. During the summer of 1968, under an ESEA Title I summer migrant grant, the Foreign Language Innovative Curricula Studies (FLICS) sponsored by the Ann Arbor Board of Education and aided by the Center for Research on Language and Language Behavior of the University of Michigan, developed a pre-school curriculum guide to aid the linguistic and conceptual development of the Mexican-American child. Several operational programs in a number of states have used the materials, many with aid of FLICS consultants and field coordinators. On the basis of feedback from this field use, the pre-school guide and other guides prepared by FLICS are undergoing expansion and final revision. (Foreign Language Innovative Curricula Studies)

15. Programs in the Hartford Public Schools. Using funds provided under Title I of the ESEA, the Hartford schools have expanded their English as a Second Language programs. A Project Coordinator now supervises all formal ESL efforts and acts as consultant for teachers. An ESL curriculum has been developed. In-service training sessions and workshops are provided for educational personnel for students of all levels. Three Reception Centers register pupils and provide orientation services. In 1968 a study was made on the mobility of ESL students, and on promotions, retentions, dropouts and students going on to higher education. Plans were also begun for a Bilingual Education House to open in the Fall of 1969, offering for some 300 high school students instruction in Spanish for several content areas, instruction in English as a Second Language, and a program for transition from Spanish-medium to English-medium instruction. (Hartford Board of Education)

16. Basic Occupational Language Training (BOLT) for Spanish-Speaking Adult New Yorkers. A demonstration project funded by the U.S. Department of Labor, BOLT has been operating

since 1967. Its objective is to design curricula and materials for intensive job-oriented English courses, and to test and evaluate their effectiveness. BOLT courses specially tailored to meet the linguistic needs of each group of workers are offered in mobile language laboratories near the participating hospitals, banks, plants and other institutions. This year plans include research concerning the length and distribution of training hours and the nature of the contribution of improved language skills to job upgrading. (Puerto Rican Forum, Inc.)

17. Spanish Catholic Center Program. The Spanish Catholic Center in Washington, D.C. was founded in December 1967 by the Catholic Archdiocese of Washington to provide a variety of social services for the District's Spanish-speaking population. In September 1968, a grant from the Rothcoe Foundation enabled the Center to set up a full program of courses in English. Students of any language background are accepted but the majority are Spanish speakers. A full-time day program is offered for school children aged 6 to 16, and in the evening, classes are offered for older teenagers and adults. At the opening of the February semester, about 60 children and 100 adults were attending the classes. (Spanish Catholic Center)

18. ESL/Bilingual Center Expanded Program. In August, with a new grant awarded to the San Diego Unified School District under Title III of ESEA, the ESL/Bilingual Project began an expanded multi-purpose program. Development of bilingual materials in preschool, kindergarten and upper grades, and junior high mathematics and social studies in Spanish is one of the primary aims. Specialized testing for ESL and the involvement of the Mexican-American community in school affairs are two other important components of this project. In addition, inservice training programs for 25 teachers are conducted each month to demonstrate ESL methods and materials and to sensitize teachers to the needs of the Mexican-American community. The Project publishes a bilingual newsletter for teachers and community members. (ESL/Bilingual Project Center)

19. Baltimore Conversational English Program for Visiting Sailors. The Adult Education division of the Baltimore City Public Schools has for four years offered a special program of English instruction for Latin American sailors whose ships are being refitted in the Port of Baltimore. The program lasts several months, at the end of which certificates of participation are presented. Approximately 220 men from the Colombian and Venezuelan navies have received instruction to date. (Baltimore City Public Schools, Division of Adult Education)

D. MATERIALS DEVELOPMENT AND TESTING

1. Materials Development Programs of the Bureau of Indian Affairs. During the fiscal year 1968, ESL materials for beginner and first grade level Navajo children were being developed by Dr. Robert Wilson of the University of California at Los Angeles. The Fries-Rojas American English Series (revised ed.) was being adapted for the beginner and first grade levels by Dr. Mary Jane Cook of the University of Arizona. In addition, achievement and placement tests based on the Fries-Rojas materials were completed by Eugene Brière of the University of Southern California. (Navajo Area Office)

2. Defense Language Institute (DLI) Materials Development. Complete revision of the 240-hour Elementary Phase of DLI's intensive American Language Course began during 1968. New terminology training materials were prepared for several specialized groups such as divers, infantrymen and air traffic controllers. The English Comprehension Level (ECL) tests 6900 Series, including six equivalent, correlated forms of the 6900 Series "general" English listening and reading tests, plus a number of specialized terminology tests, were constructed and validated to replace the 6700 Series. Contracts were awarded to the University of Texas for an oral proficiency evaluation instrument, to Educational Testing Service for an additional form of the DLI's English Language Aptitude Test (ELAT), and to the University of Michigan for contrastive analyses of English with Thai, Arabic, and Mandarin Chinese. (Defense Language Institute)

3. Test of English as a Foreign Language (TOEFL). Approximately 33,000 foreign students took the Test of English as a Foreign Language during the academic year 1967-1968, in support of their applications for undergraduate or graduate study in American universities. It is estimated that this number will increase to 44,000 in 1968-1969. A TOEFL research manual, offering suggestions and assistance for studies, is in preparation and will be available to the universities in the spring of 1969. (Educational Testing Service)

4. List of United States ESOL and TESOL Programs. The Institute of International Education is presently preparing a publication describing ESOL and TESOL opportunities and orientation programs being offered in the United States during the summer and academic year. Publication is scheduled for June, 1969. (Institute of International Education)

5. Handbook for Adult Education ESOL Programs. The Educational Systems Corporation, which among other activities provides training conferences on ESOL theory and methodology to Office of Economic Opportunity teachers in field programs, has developed a teacher's guide entitled ESOL: A Handbook for Teachers of Adults. The handbook focuses mainly on English for Spanish speakers and utilizes contrastive analysis of the two languages. It also signals some differences in the audio-lingual techniques used in working with adults. (Educational Systems Corporation)

6. Word Recognition Test for Beginning Adult Readers. The Adult Education Service of the National Education Association has developed a three-factor diagnostic test of spoken and written word recognition for beginning adult readers. This test includes a battery of sixteen tests utilizing mode of presentation, presence or absence of contextual cues, and type of recognition tasks. The test has been automated for slides and tape for easy administration. Although principally intended for native speakers of English, the test is expected to be usable with non-native speakers of English. A sub-group of Spanish-speaking students will be included in the validation population. (National Education Association)

Dorothy A. Pedtke, Editor
April 1969

INDEX OF ORGANIZATIONS

The following is an alphabetical listing, with address, of sources cited in the report. Included are letter and number references to sections where items related to each source may be found.

Baltimore City Public Schools, 2118 N. Charles Street, Baltimore, Maryland 21218 (C19)

Board of Education of the City of New York, 65 Court Street, Brooklyn, New York 11201 (C4)

Bureau of Educational and Cultural Affairs, Department of State, Washington, D.C. 20520 (B8)

Bureau of Indian Affairs, Department of the Interior, Washington, D:C. 20242 (C2)

Center for Applied Linguistics, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036 (A1, A2, A3, B2, C1)

Committee on International Exchange of Persons, Conference Board of Associated Research Councils, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (B9)

Curriculum Research Contract, University of Hawaii, Ponape, Eastern Caroline Islands 96941 (C7)

Defense Language Institute, U.S: Naval Station (Anacostia Annex), Washington, D.C. 20390 (B6, D2)

Department of Education, Government of American Samoa, Pago Pago, American Samoa 96920 (C8)

Early Childhood Bilingual Education Project Office, Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, 55 Fifth Avenue, New York, New York 10003 (C6)

Educational Systems Corporation, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036 (D5)

Educational Testing Service, Princeton, New Jersey 08540 (D3)

English-Teaching Information Centre, The British Council, State House, 63 High Holborn, London, W:C.1, England (A3)

ESL/Bilingual Project Center, 2950 National Avenue, San Diego, California 92113 (C18)

The Ford Foundation, 320 East 43rd Street, New York, New York 10017 (B3, B4, C11)

Foreign Language Innovative Curricula Studies, Suite 550, City Center Building, 220 East Huron, Ann Arbor, Michigan 48108 (C14)

Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103 (C15)

Havighurst, Robert J., University of Chicago, Lillie House, 5801 Kenwood Avenue, Chicago, Illinois 60637 (C2)

Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (D4)

Inter-American University of Puerto Rico, P.O. Box 1293, Hato Rey, Puerto Rico 00919 (C10)

Las Cruces School District No. 2, Las Cruces, New Mexico 88001 (C9)

Los Angeles City Secondary School Districts, Box 3307, Los Angeles, California 90054 (C12)

Louis W. and Maud Hill Family Foundation, W-975 First National Bank Building, Saint Paul, Minnesota 55101 (B5)

National Education Association, 1201 Sixteenth Street, NW, Washington, D.C. 20036 (D6)

Navajo Area Office, Window Rock, Arizona 86515 (C2, D1)

The Peace Corps, 806 Connecticut Avenue, NW, Washington, D.C. 20525 (B7)

Puerto Rican Forum, Inc., 156 Fifth Avenue, New York, New York 10010 (C16)

San Diego State College, San Diego, California 92115 (C10)

School of Languages and Linguistics, Georgetown University, 37th and O Streets, NW Washington, D.C. 20007 (A5, B10)

SEAMEC Regional English Language Centre, 104 Watten Estate, Singapore 11 (B1)

South Central Region Educational Laboratory, National Old Line Building, Little Rock, Arkansas 72201 (C5)

Southwest Educational Development Laboratory, 800 Brazos Street, Austin, Texas 78767 (C5)

Southwestern Cooperative Educational Laboratory, 117 Richmond Drive NE, Albuquerque, New Mexico 87106 (C5)

Spanish Catholic Center, 3055 Mt. Pleasant Street, NW, Washington D.C. 20010 (C17)

Stanford University, Stanford, California 94305 (C13)

U.S. Office of Education, Washington, D.C. 20202 (A4, C3)

University of Arizona, Tucson, Arizona 85721 (C10)

University of California at Los Angeles, Los Angeles, California 90024 (C10)

University of Minnesota, Minneapolis, Minnesota 55455 (C10)

University of Utah, Salt Lake City, Utah 84112 (C10)